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ABSTRACT

This booklet of academic standards spells out what students should be able to do in Grade 9 English/Language Arts. The booklet gives examples to help students understand what is required to meet the standards and comes accompanied with a list of 10 things parents can do to help their child get a good education. It outlines the following seven standards for Grade 9 English/Language Arts: (1) Reading: Word Recognition, Fluency, and Vocabulary Development--Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately; (2) Reading: Reading Comprehension--Students read and understand grade-level-appropriate material; they analyze the organizational patterns and evaluate authors' arguments and positions; (3) Reading: Literary Response and Analysis--Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science; (4) Writing: Writing Process--Students discuss ideas for writing with other writers; they write coherent and focused essays that show a well-defined point of view and reasoned argument; (5) Writing: Writing Applications--At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words; (6) Writing: Written English Language Conventions--Students write using Standard English conventions; and (7) Listening and Speaking: Skills, Strategies, and Applications--Students formulate thoughtful judgments about oral communication and deliver focused and coherent presentations of their own that convey clear perspectives and solid reasoning. (NKA)

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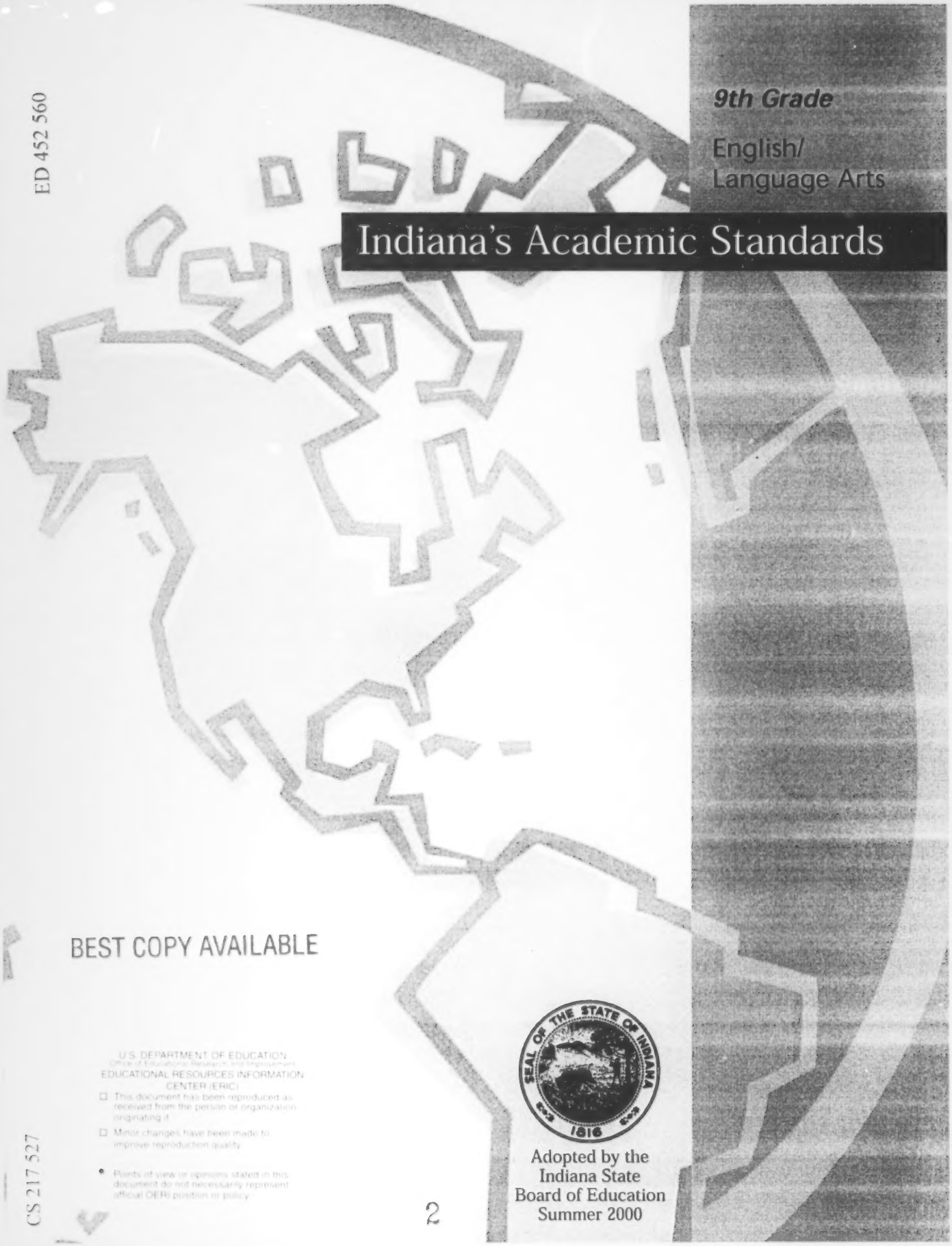
ED 452 560

9th Grade

English/
Language Arts

Indiana's Academic Standards



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CS 217 527

Adopted by the
Indiana State
Board of Education
Summer 2000

Dear Student,

The world is changing fast. In order for you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before.

Getting in shape academically is the single most important thing you can do to prepare for a successful future.

This booklet of academic standards clearly spells out what you should know and be able to do in Grade 9 English/Language Arts. Examples are given to help you understand what is required to meet the standards. **Please review this guide with your teachers and share it with your parents and family.**

Whether you go on to be a surgeon, computer technician, teacher, or airplane mechanic, learning never stops. There will always be a more demanding computer application, a new invention, or a more complex project awaiting you.

To be ready for tomorrow — get in top academic shape today. Use this guide year round to check your progress.

Dear Parent,

The demand is greater than ever for people who can read, write, and speak effectively, analyze problems and set priorities, learn new things quickly, take initiative, and work in teams. Technology has already transported us into a time where the next e-commerce opportunity is limited only by our imagination.

That's why Indiana has established new academic standards in English/Language Arts and Mathematics. These world-class standards outline what your child should know and be able to do in each subject, at each grade level.

Indiana's new standards were recommended by Indiana's Education Roundtable and adopted by the State Board of Education. According to Achieve, Inc., these new academic standards are "among the most understandable and rigorous standards in the nation."

Higher academic standards pose a challenge, but Indiana students have shown they can measure up. Our students know that higher expectations lead to greater rewards — and they're prepared to work harder. We know that by setting specific goals, everyone wins. Teachers have clear targets, students know what's expected, and you have detailed information about your child's strengths and weaknesses.

Your child will begin work toward meeting these new standards immediately. The ISTEP+ state assessments will be aligned to measure these higher expectations and phased in for students in Grades 3, 6, and 8 in 2002 and for students in Grade 10 in 2004. English/Language Arts for Grade 9 is a Core 40 course. The Core 40 end-of-course assessments will be aligned to measure the new standards beginning in 2002.

How can you be sure your child will be ready to meet these challenges? First, keep in mind that learning doesn't take place only in the classroom. Children spend far more time at home than they do in school. How they spend their time at home can make a difference. That's where your help is so important.

Here's a list of ten things you can do to help your child get a good education. **Nothing will have a bigger impact on your child's success than your involvement in his or her education.** We hope you use this guide as a tool to help your child succeed today and in the future.

Sincerely,

Frank O'Bannon

Governor Frank O'Bannon

Dr. Suellen Reed

Dr. Suellen Reed,
Superintendent of Public Instruction

Stan Jones

Stan Jones,
Commissioner for Higher Education

10 things you can do to help your child succeed

1. **Build relationships with your child's teachers.** Find out what each teacher expects of your child and how you can help your child prepare to meet those expectations.

2. **Read.** Reading is the foundation for all learning. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and then reinforces these habits and skills as your child grows. Reading is one of the most important contributions you can make to your child's education.

3. **Practice writing at home.** Letters, journal entries, and grocery lists are all writing opportunities. Show that writing is a very effective form of communication and that you write for a variety of purposes.

4. **Make math part of everyday life.** Cooking, gardening, paying bills, and even shopping are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.

5. **Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with the right answer, and why they chose one answer over another.

6. **Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers now give parents a number to call for a recorded message of that day's homework assignments; others put the information on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific homework assignments, find out how you can stay informed about what your child is working on so that you can help at home.

7. **Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmers' market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.

8. **Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church or school organizations or other groups, such as the Girl Scouts or Boy Scouts. Study groups will be especially important as your child becomes older and more independent.

9. **Help other parents understand academic expectations.** Use your school newsletter, a PTA or PTO meeting, or just a casual conversation to help other parents understand what academic standards mean for them, their child, and their school and how they can help their child learn at home.

10. **Spend time in the classroom.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. But "once in a while" is better than "never."

Remember: *You are the most important influence on your child. Indiana's Academic Standards give you an important tool to ensure your child gets the best education possible.*

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- Identify and use the literal and figurative meanings of words and understand the origins of words.

  Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servais)

- Distinguish between what words mean literally and what they imply and interpret what the words imply.

  Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)

- Use knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.

  Example: Use the story of Midas to understand the phrase *the Midas touch.*

Standard 2

READING: Reading Comprehension

(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

  Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.

- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

  Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Generate relevant questions about readings on issues that can be researched.

  Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.

- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

  Example: Read three or more nonfiction texts about black holes: *Black Holes* by Heather Couper et al.; *Black Holes* by Jean-Pierre Luminet et al.; articles identified using the *Reader's Guide to Periodical Literature*, or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.

- Demonstrate use of technology by following directions in technical manuals.

  Example: Follow the directions for using a graphing calculator or a complex software design program.

Expository (Informational) Critique

- Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

  Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extra-curricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

- Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

  Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

  Example: Compare plays with similar themes, such as the theme of loneliness in *The Miracle Worker* by William Gibson and *The Diary of Anne Frank*.

- Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

  Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), a play (such as Shakespeare's *The Tempest*), a report of the devastation of a hurricane or tornado, and an account of how the power of nature has been harnessed to provide energy.

Narrative Analysis of Grade-Level-Appropriate Text

- Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

  Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations.*

- Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

  Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13¾* by Sue Townsend and *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

  Example: Analyze and compare selections from Russell Baker's *Growing Up*, Ed McClanahan's *Natural Man*, and Reynolds Price's *Long and Happy Life* as variations on a theme.

- Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

  Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play *The Glass Menagerie.*

- Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

  Example: Analyze and compare figurative language in *The Odyssey.*

- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), in a text.

  Example: After reading *The Bridge of San Luis Rey* by Thornton Wilder, "The Lady or the Tiger" by Frank Stockton, or "The Ransom of Red Chief" by O. Henry, discuss the ironies revealed by the story.

- Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

  Example: Read *To Kill a Mockingbird* by Harper Lee and discuss the impact of Scout's narration as the story unfolds.

- Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.
  - Dialogue: a conversation between two characters
  - Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
  - Asides: words spoken by a character directly to the audience
  - Character foils: characters who are used as a contrast to another character
  - Stage designs: how the setting is provided in a play

  Example: Define different dramatic literary terms in Shakespeare's *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

Literary Criticism

- Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

  Example: Read *The Abduction* by Mette Newth and Tiina Nunnally to understand how the character Osuqo, an Inuit and captive of European traders, uses metaphors and similes to justify her thoughts and yet respect the cultural beliefs of her land.

- Analyze the way in which a work of literature is related to the themes and issues of its historical period.

  Example: Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author's perspective on the period.

Standard 4

WRITING: Writing Process

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- Use precise language, action verbs, sensory details, and appropriate modifiers.

Research and Technology

- Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- Integrate quotations and citations into a written text while maintaining the flow of ideas.
- Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in specific style manuals.
- Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections for frequent errors.
- Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write biographical or autobiographical narratives or short stories that:
  - describe a sequence of events and communicate the significance of the events to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.

  Example: Write an autobiographical account of a time when an important decision had to be made. Write a humorous story for elementary children and give the story a local setting.

- Write responses to literature that:
  - demonstrate a comprehensive grasp of the significant ideas of literary works.
  - support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - demonstrate awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

  Example: Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

- Write expository compositions, including analytical essays and research reports that:
  - gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
  - communicate information and ideas from primary and secondary sources accurately and coherently.
  - make distinctions between the relative value and significance of specific data, facts, and ideas.
  - use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
  - include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
  - anticipate and address readers' potential misunderstandings, biases, and expectations.
  - use technical terms and notations accurately.

  Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.

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- Write persuasive compositions that:
  - organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
  - use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
  - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - address readers' concerns, counterclaims, biases, and expectations.

  Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.

- Write documents related to career development, including simple business letters and job applications that:
  - present information purposefully and in brief to meet the needs of the intended audience.
  - follow a conventional business letter or memorandum format.

  Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.

- Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:
  - report information and express ideas logically and correctly.
  - offer detailed and accurate specifications.
  - include scenarios, definitions, and examples to aid comprehension.
  - anticipate readers' problems, mistakes, and misunderstandings.

  Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.

- Use varied and expanded vocabulary, appropriate for specific forms and topics.

  Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.

- Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

- Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.

Manuscript Form

- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.
- Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.
- Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.
- Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zefferelli's film version).

Speaking Applications

- Deliver narrative (story) presentations that:
  - narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
  - time the presentation of actions to accommodate time or mood changes.

- Deliver expository (informational) presentations that:
  - provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - convey information and ideas from primary and secondary sources accurately and coherently.
  - make distinctions between the relative value and significance of specific data, facts, and ideas.
  - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
  - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
  - use technical terms and notations accurately.

- Apply appropriate interviewing techniques that:
  - prepare and ask relevant questions.
  - make notes of responses.
  - use language that conveys maturity, sensitivity, and respect.
  - respond correctly and effectively to questions.
  - demonstrate knowledge of the subject or organization.
  - compile and report responses.
  - evaluate the effectiveness of the interview.

- Deliver oral responses to literature that:
  - advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate awareness of the author's writing style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

- Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:
  - structure ideas and arguments in a coherent, logical fashion.
  - use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
  - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - anticipate and address the listener's concerns and counter arguments.

- Deliver descriptive presentations that:
  - establish a clear point of view on the subject of the presentation.
  - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
  - use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

NOTES

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Questions?

If you have contacted your child's school and still need additional information:

Call: **1.888.544.7837**

Web site: **www.doe.state.in.us/standards**

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